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ABSTRACT

Instructional Television (ITV) program evaluation interviews were conducted with administrators, teachers, and media specialists in a junior and a senior high school serviced by the Allegheny Educational Broadcast Council (AEBC). From these interviews, factors which contribute to the use or non-use of ITV in secondary schools were identified. Findings indicated that the effectiveness of the AEBC organization and services and the particular school administration's management of instructional television were the two principal factors governing ITV use. The background of AEBC and present organizational structure and responsibilities are described. (CMV)

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The Agency for Instructional Television is a nonprofit American-Canadian organization established in 1973 to strengthen education through television and other technologies. AIT develops joint program projects involving state and provincial agencies, and acquires and distributes a wide variety of television and related printed materials for use as major learning resources. It makes many of the television materials available in audiovisual formats. AIT's predecessor organization, National Instructional Television, was founded in 1962. The AIT main offices are in Bloomington, Indiana; there are regional offices in the Washington, D.C., Atlanta, and San Francisco areas.

This report is one of a series of case studies developed by AIT. The case studies were conducted by the research staff of AIT and consultants to it as part of the Secondary School Television Project. This project is an activity of AIT supported with funds from Exxon Corporation and Union Carbide Corporation. It is designed to review the current uses of secondary school television and to explore improving the use of television in selected secondary curriculum areas. Richard T. Hezel and Nancy Malecek Neubert were co-investigators on this case study.

Additional research reports related to secondary school television, and further information about the Secondary School Television Project, can be obtained from the Agency for Instructional Television, Box A, Bloomington, Indiana 47401.

Research Report #54

The Allegheny Educational Broadcast Council: Instructional Television in Central Pennsylvania

July 1977

INTRODUCTION

Located in central Pennsylvania, the Allegheny Educational Broadcast Council (AEBC) has had considerable success in the delivery of educational programming to the area's secondary schools. According to William Barnhart, Executive Secretary of AEBC, 47% of secondary teachers in the member area used television at least once in the 1975-76 school year--a proportion that he believes clearly exceeds known averages from other parts of the country.

Much of the AEBC success in the use of television on the secondary level can be attributed to the region's past interest in school television. Prior to the establishment of the AEBC, the Pennsylvania Department of Education took an early interest in educational television and laid the groundwork for the regional councils and educational broadcast stations.

The AEBC also benefitted from the experience of its predecessor council, the Altoona-Johnstown Council, established in 1961 by a small group of county school administrators, Pennsylvania State University faculty, and other interested persons. The aim of

this council was to provide ITV programming to area schools through cooperation with local commercial television stations. These stations, WTAJ and WJAC-TV, broadcast two or three instructional programs per school day, and continue to offer programs like "Sesame Street."

In an effort to make further plans for future educational television broadcasting, in 1963 the Pennsylvania Department of Education established seven regional broadcast stations within the state. One of these, the Allegheny Educational Broadcast Council, was given responsibility for programming to schools in a 23-county area in some of the most mountainous parts of Pennsylvania; it is by far the largest territory covered by any of the broadcast councils.

In order to provide ITV programming through the new non-commercial television station, WPSX-TV--Channel 3, licensed to Pennsylvania State University, the Altoona-Johnstown Council changed its name to AEBC and adapted its existing structure. When WPSX went on the air in 1965, AEBC became the liaison agency between the station and the schools in its vast viewing area. The Allegheny Educational Broadcast Council established and continues to maintain a firmly balanced relationship with WPSX; while enjoying financial and organizational independence from the station, AEBC has full, independent responsibility for daytime instructional programming.

During its early years, AEBC offices were located, with the WPSX offices, on the campus of Pennsylvania State University. Despite its separate incorporation, the AEBC relied on personnel within the station to execute the AEBC business. In

1968, the AEBC hired William Barnhart as its first full-time Executive Secretary. In 1972 the AEBC offices were moved from the Penn State campus to establish a physical separation consistent with AEBC independence from WPSX-TV.

AEBC Services

The Allegheny Educational Broadcast Council is primarily responsible for the purchase and distribution of instructional television programming. Its main vehicle of transmission, WPSX, allows the AEBC 5-1/2 free hours of program time per school day. WPSX is carried by 87 cable systems. Schools in the area receive programming directly off-air or through cable. Some schools then remodulate the signal for their ITFS or closed-circuit systems.

Despite the ample broadcast schedule, in 1975 the AEBC recognized that secondary teachers were unable to use ITV programs because of school departmentalization and resulting problems with program availability. In an attempt to overcome these obstacles, the AEBC established a "physical distribution project" whereby AEBC distributes videotaped programs to the eight Intermediate Units in their coverage area. In turn, the Intermediate Units (service organizations established by the Commonwealth of Pennsylvania to enable school districts to buy equipment and services more efficiently) make videotape copies for school districts. Each Intermediate Unit serves several school districts. Each has an Instructional Materials Service which buys and maintains films, videotapes, videotape recorders and film

projectors, and supplies those items to its member schools. Executive Secretary Barnhart estimates that there were 180,000 secondary "student viewings" directly attributable to the physical distribution project in its first year.

AEBC also provides in-service programs, applicable for credit toward state teacher certification, and periodically conducts utilization workshops at the request of the school districts. Additionally, the Executive Secretary is available to aid member schools in the preparation of funding proposals. Other services include technical consultation on equipment purchase and installation, and a weekly newsletter of program notes for member schools.

Organization of the AEBC

The uniqueness of the AEBC derives from its independent establishment by the Pennsylvania Department of Education as ITV services provider. It differs from most ITV services insofar as it has independence from the public television station in order to provide services to member school districts. Fifty-three percent of all school districts in the region are active members of the AEBC; thus the schools themselves are the foundation of the AEBC structure. Each is represented in the AEBC Council of Participants, which meets annually to adopt the budget, to review annual progress and plans and to elect a Board of Directors. The Board of Directors in turn elects officers, appoints committees, selects instructional programming and other services for member school districts, and directs the

responsibilities of the Executive Secretary and his staff. An Executive Committee of the Board has the responsibility of administering the Board's objectives while most of those administrative responsibilities are delegated to the Executive Secretary, a full-time, paid professional staff member.

The Executive Secretary is responsible to the Board for the daily operations and long-range plans of the Council. His duties consist of:

1. Preparing the annual operating budget of the AEBC.
2. Working with the program assistant in preparing the program schedule.
3. Preparing and disseminating information to educators about the AEBC, educational programs, etc.
4. Assisting committees and agencies in identifying the educational needs of the AEBC area by evaluating and previewing programs and producing programs as needed.
5. Working with utilization assistant in developing programs and materials and in disseminating materials to schools.
6. Preparing funding proposals for the AEBC and assisting members in developing funding proposals.

The Executive Secretary has two professional assistants, one responsible for programming, the other for utilization. It is the task of the programming assistant to find through EEN, AIT, and other sources, programming appropriate to teachers' needs. In November he or she asks teachers to preview and evaluate potential program acquisitions. In January the program assistant meets with each of the eleven curriculum subcommittees, composed of teachers from schools in the AEBC area, to make program decisions. By April, the schedule of fall school-day programming on WPSX is completed and teachers' guides and other

instructional materials, including an AEBC catalog of instructional services, are prepared.

The utilization assistant is responsible for the development and distribution of all written utilization materials, such as teachers' guides and the instructional services catalog. He or she prepares the AEBC newsletter, oversees the production of in-service utilization programs, conducts an annual evaluation of instructional programs and conducts workshops for teachers and administrators on the effective use of television in school.

PROGRAMMING

Programs Used Widely in Schools

The 1976 AEBC teacher survey (11% sample and 60% questionnaire return) indicates that language arts and social studies programs are used frequently on the secondary level. This was confirmed in interviews with many teachers and media specialists at Park Forest Junior High School, State College, and at Altoona High School. At Park Forest the media specialist claimed that all social studies teachers in the school use television. Social studies and language arts teachers also find relevant programs from commercial television and evening PBS programming.

However, teachers consistently complained about the lack of programs in many other areas: math, home economics, health and physical education, and science (although many science teachers applauded Julius Sumner Miller's series).

Bill Grove, health and physical education teacher at Park Forest Junior High School, said "it is nearly impossible for a

teacher to be proficient in all areas of health and sports." Television programs on specific sports could enable students to learn a wide variety of sports. Television programs could teach basic rules of games or how to use special sporting equipment (e.g., Universal Gym). Most health programs that are available have either too much or too little detail to be useful in a secondary school curriculum, Grove claimed.

John Vincente, social studies teacher at Park Forest, expressed the feeling that most television programs aimed at secondary school students were actually geared toward adults. Those programs, more difficult to integrate into the curriculum, required greater explanation by the teacher and in effect, suppressed the quality of immediacy which teachers sought in television. Vincente also faulted ITV for its failure to feature children with whom viewers could identify.

Many teachers and administrators complained that copyright laws prohibited them from taping commercial and public television programming. They maintained that some commercial and public television programming would be incidentally useful in the classroom. "All in the Family," for example, might serve a language arts class; "Nova" for science; National Geographic Specials for social studies; "Sewing with Susie" for home economics. While most media supervisors publicly disavowed taping such off-air programs, it became evident from later interviews with teachers that commercial and public television programs were being recorded.

Both Park Forest and Altoona High School are able to overcome (to a limited extent) the problem of insufficient programming through local television production, whereby teachers are able to make a television program designed specifically for their classroom needs. Although both schools have monochrome facilities and limited expertise, those teachers who produced their own programs seemed pleased with the results.

At Altoona High School, two programs are produced locally everyday in social studies, language arts, cooking, music, health and science. In addition, the television service produces student affairs programming: "News and Views" (a program produced by students as a course requirement in social studies), ROTC, career education, junior achievement and a business education lab. Park Forest produces its own business education television course.

Advantages and Disadvantages Inherent in ITV

Several respondents indicated that television was well-suited to new types of programming. Bill Barnhart felt television should be used in schools where certain courses could not be offered because of staff and/or budgetary limitations, for example, in teaching Russian or calculus. Television programs, he thought, "should offer something the teacher [alone] cannot give the class."

Jim Hoy, Park Forest industrial arts teacher, believed that television could be useful in the industrial arts by demonstrating tools the school could not afford to provide. Hoy enumerated four additional advantages for television use in

industrial arts: (1) image magnification; (2) allowing students a view from the teacher's visual perspective; (3) showing detailed close-up work to large numbers of students; (4) the replicability and consistency of videotape replay could save time and money.

Another Park Forest teacher indicated that those teachers recognized as "excellent" could be videotaped to give students the advantage of being exposed to the best teachers. Others suggested that television might enable students to take advanced placement courses or college-level correspondence courses taught by college professors for credit, without leaving their own schools. Still others suggested that while energy sources are in short supply, television can bring the museum or the industrial plant to the students, reducing field trip expenses.

Other advantages stem from ITV's usefulness for teaching large groups, freeing the teacher to work with individuals or small groups, according to school administrators. In addition, television offers contemporary material not available in textbooks as well as a wide range of audiovisual source materials. According to one administrator, "ITV is available whenever and for whatever we want."

Marcus Konick, Associate Dean of Arts and Sciences at Loch Haven State College, felt that television has placed a "floor" or bottom limit on educational standards by assuring a minimum of learning even in the absence of quality instruction. According to Gary Kaufman, Altoona High reading teacher, television acts as a motivating force by capturing students' attention and breaking the monotony of a more traditional teaching-learning process.

Another respondent, Dick Beech, Chairman of the Altoona High School Science Department, thought that students' familiarity with television could make a subject more palatable. Television gives both "a visual interpretation of learning" and stimulates questions, a high school curriculum supervisor offered. AEBC's Bill Barnhart suggested that television sets a mood and provides a common basis of knowledge on which discussion can be developed.

Many disadvantages inherent in ITV were noted by Marcus Konick. He felt that as television is preoccupied with entertainment, even with building personality cults, it consequently does not train students to think objectively, or to be critical in their viewing and listening. Konick deplored publishers' and producers' control of education; producers, in particular, are showmen who pacify the audience in order to present the answers to problems within the course of the television program, instead of allowing students to solve the problem through viewer participation. William Babcock, State College Area Schools Superintendent, supported Konick's assertion; he felt there was a limit to the amount of television a student could profitably watch without interacting in some manner.

Paul Kurtz expressed Konick's distrust of producers somewhat differently: "Educational TV has spent too much time in bed with commercial TV." Kurtz thought ITV production was too polished, that rather, it should remain distinctive from commercial television. In contrast one teacher suggested that ITV must improve its production techniques if it is to attract increasingly sophisticated students.

Two media supervisors vocalized concerns about the physical problems in the use of television in the classroom. Ray Mills, Instructional Materials Service Director, Appalachia Intermediate Unit 8, thought the television screen too small for large groups. Mills felt that programs could be exhibited better by 16 mm film, particularly because all schools own at least one 16 mm projector, while few schools have color television receivers. For these reasons, W. Harold Willits, Instructional Media Coordinator, State College Area School District, considered purchasing "Inside/Out" in the 16 mm format. In addition, the feeling was expressed that television should be used only as a direct teaching medium, and not for the transmission of films.

FACTORS IN THE USE OR NONUSE OF TELEVISION IN THE SECONDARY SCHOOLS

The present study focuses on two AEBC secondary schools--Park Forest Junior High School in the State College District, and Altoona Senior High School. Park Forest is relatively new, built on a cluster design in the late 1960s. Students were observed in individual or small learning groups. The principal's philosophy appeared flexible and the teachers who participated in interviews seemed enthusiastic.

The State College School District operates on the principle of building autonomy which gives each principal jurisdiction over his or her school. Since 1969, Park Forest Principal Lewis Rodrick has hired teachers on the basis of their desire to work in a flexible situation. He likes hard-working teachers

who are interested in personal growth. Rodrick likes to run the school on "positivity," delegating authority to teachers and giving frequent feedback.

When the school was built, $180,000 was allocated for media resources. All rooms were connected by a closed-circuit three-channel RF distribution system. The media center is located near the library in the center of the building, and is staffed by a former teacher, Bob Williams, the only full-time media specialist in the district.

In contrast, Altoona Senior High is housed in a recently remodeled 50-year-old structure in a working class, economically-depressed community. Since 1963, Dr. Ardell Feeley has been the Assistant Superintendent for the Altoona Area School District. In 1965 Feeley promoted and oversaw the development of an ITFS system capable of transmitting on four channels to all of the district schools. A fifth channel serves as educational access head-end for the local cable company.

A trained television technician, Charles Baker, the TV Systems Manager for the School District, is directly responsible for the operations of ITV production and distribution. The television studio is located in the school's basement, which is strikingly remote from the main activity of the school. Most of the ten weekly programs produced in the studio are geared to the elementary level. Three hundred programs used in the Altoona schools each year originate from WPSX (and the AEBC).

Walter Betar, principal of Altoona Senior High School, views television as "an excellent means of communicating with

students." He proclaims himself an advocate of television and he appears on television daily to read school announcements. Mr. Betar expressed pleasure with Altoona's use of television for airing student tensions and for presenting outside agencies to the students through community service programs. Betar views television as supplemental to teachers, "enhancing the educational domain," but not replacing teachers."

Most of the curriculum supervisors in Altoona were positive toward school television use. Teachers, on the other hand, generally espoused mixed feelings towards television. Some teachers suggested that they had felt more pressure to use school television than they were comfortable with.

Teachers see other problems with ITV. Bill Paisley, an arts teacher, offered that "the teachers don't trust the administrators and administrators don't trust the teachers." He thought, however, that television might work in an atmosphere of cooperation. Another teacher felt that few programs from AEBC were used on the secondary level because of poor broadcast schedules, lack of consultation with teachers in making the schedule, or lack of cooperation between the TV system and AEBC.

Lewis Ernest, an advanced grammar teacher at Altoona Senior High, thought that most teachers use ITV as a substitute for

teaching--as an opportunity to "sit on their butt." He felt that teachers often scheduled films that were irrelevant to the class material, or for Friday afternoon entertainment. Films (and presumably television) were being used as filler rather than as enrichment of existing curriculum. Instead Ernest felt teachers should ask: "Is the film good enough to get the point across? Ernest himself never uses television or films because his responsibility "for 400 college-bound students allows little time to preview and set up films."

Hilda Lenson, a substitute teacher at Altoona, criticized television for reducing time available for instruction. While television can enrich a subject, most programs are not aimed at raising the level of students' tastes. Media Specialist Bob Williams at Park Forest Junior High suggested several possible reasons for teacher non-use of television: (1) the teacher has had a previous negative experience with television and has become discouraged; (2) the teacher is self-centered and fears that television draws attention from him or her; (3) teachers don't want or don't have time to plan for television use. Williams relies on public relations to overcome teacher distrust of ITV.

Bill Barnhart, AEBC Executive Director, suggested that the use of television requires selectivity by the teacher, program previewing, and use of teacher guides in preparation for, and integration of, the use of television in class. Barnhart also observed that passive teacher resistance to television

would bring about an administrator refusal to invest in television equipment.

Marcus Konick stressed the importance of helping teachers to use ITV through in-service training. Some secondary teachers feel that they themselves are essential to student learning and view print media as the only reliable source of information. As a result, they are sometimes resistant to, or threatened by, innovative outside activities and view their colleagues who use classroom media as "showoffs." Thus, many teachers will not tolerate the use of television as a substitute for their personal involvement, even in a period of financial retrenchment. Furthermore, secondary teachers, Konick thought, are sometimes insensitive to the status of television in the classroom. Still others fear competition from a charming television personality who appeals to the students more than the teacher can.

However, if the use of school television is to continue, teacher resistance must be overcome. According to W. Harold Willits, the teacher is "the basic force in the use of instructional TV." Willits further observed that those teachers who maintain stimulating contacts outside the school or those who have innovative teaching assistants tend to use television more frequently, but the others must be brought into line as well.

Administrators are most concerned with ITV's cost-effectiveness, but according to William Babcock, research has not yet demonstrated any conclusive results. Until such

research is conducted, decisions about television will continue to be political, especially at a time when the public is demanding accountability for educational costs.

Some respondents thought that television programming was among those items to be eliminated in a budget squeeze, noting that such a cut would not cause physical changes in the school. (The television receivers would remain in the classroom, even if the money for programming would be eliminated.) Charles Baker observed that many administrators fail to understand the relatively high costs of television programming, equipment, and maintenance. When confronted with seemingly exorbitant expenses, administrators hesitate to invest in television. Lewis Rodrick also thought that most principals do not know or care about school television.

Many respondents felt that administrator encouragement in the use of television was critical, although W. Harold Willits thought that such encouragement was of no consequence. Willits hypothesized that television will become available in school if the teacher demonstrates to the principal that he or she wants or needs it. (In State College, decisions regarding the use of television are made at the building level.)

Administrators can apparently encourage the use of television through their hiring practices and selection of teachers who express interest in using a wide variety of teaching strategies. Since the opening of Park Forest, for example, Principal Rodrick has hired teachers who are favorable to working in a flexible school. Whether a prospective teacher uses

television is of less consequence to Rodrick than how he or she will use television in the classroom. While he does not see television as a top priority, once the initial expenditure has been made, he wants teachers to use television extensively.

Ardell Feeley, Altoona Area Schools Assistant Superintendent, also reported that he encourages teachers to cooperate with others who use television, by classroom substituting for those teachers who are producing their own television programs. Feeley also suggested that one role of the curriculum supervisor is to make certain that a specific number of television programs are used in each course.

Administrators can have an impact on school television use in another area--the hiring of a competent media specialist or AV coordinator. Few schools in the AEBC region have full-time media personnel; in most cases, a teacher splits his/her time between teaching and media affairs. Traditionally, as Marcus Konick observed, AV coordinators have been considered "lowest on the educational totem pole." They are not perceived as learning specialists, but rather, as custodians of equipment. To enhance their prestige, Konick suggested that they should be associated with the school library or learning resources center.

Several respondents proposed criteria for a good media specialist: he or she should know how to use equipment and be accountable for its use. He or she should be curriculum-oriented, not only technology-oriented, be available to deal with teachers in a nonthreatening way, be on good terms with

school administrators, and be able to make knowledgeable choices of media which meet teachers' needs.

The success of ITV at Park Forest Junior High School was widely attributed to the presence of Bob Williams and his commitment of time, interest, and ability. The only full-time media specialist in this district, he is responsible for all print and electronic media distribution and production. He perceives his job as a public relations task, and sees his function as being of service to teachers. Williams summarized his responsibilities as follows: consult with teachers; ascertain which medium can work best for a particular subject; demonstrate to teachers how to use the AEBC program catalog; and "to show teachers that television is no big deal."

Scheduling and Equipment

These two interdependent factors--scheduling problems in secondary schools and general availability of videotape recorders in schools--led to the establishment of the AEBC phsical distribution project. High school teachers in particular frequently cited the program scheduling as an obstruction to ITV use. While an elementary teacher remains with the same class all day, the secondary teacher repeats the same material with several classes. Furthermore, while television receivers were almost always present in elementary classrooms, they were rarely located in secondary classrooms. In addition, the available broadcast schedule offered few programs which were suitable to the secondary teacher's schedule, and most teachers would avoid

television if the programming did not conform to personal scheduling considerations. In fact, schedule changes by the teacher for the purpose of using television were thought to be rare, and were usually dependent on the quality of the program.

AEBC's Bill Barnhart suggested the videotape recorder as a solution to schedule inflexibility. Since most schools possess at least one videotape recorder, the AEBC physical distribution project could send videotapes to the schools which would enable secondary teachers to use programs according to their own schedule. One media supervisor found the physical distribution of tapes to be a far less expensive undertaking than wiring all the school buildings within his district. For this reason, he claimed: "The best thing we did was to affiliate with the AEBC."

Two problems with the physical distribution project soon became apparent. First, a large, expensive supply of videotapes is required (unless teachers know the exact date of use of a specific program). Second, due to a lack of publicity, many teachers were not aware of the physical distribution project or the reasons for its implementation and continued to complain about the uselessness of the present broadcast schedule.

IMPACT OF ITV

Altoona High School respondents suggested some of the ways in which ITV has had a positive impact. Cyril Ramsey, social studies chairman, claimed that because of television, students are demanding more information in class. As a result, they are more capable of interpreting material and stating

their opinions, with corresponding improvement of teacher evaluations of students. Walter Betar, the Altoona principal, attributed a reduction of tension among students through the daily "News and Views" program. Betar also felt that students were becoming more aware of the surrounding community through the presentation of television programs on drugs, alcohol, politics and mental health.

Ray Mills credited the student use of porta-paks with an increase in visual literacy. With respect to programming designed for students, however, Mills doubted that in its 10 years of operation WPSX has made any significant impact on secondary students. Ron Corrada at Altoona High School thought that ITV techniques were too simplistic to be useful to today's visually-sophisticated students.

Bill Barnhart felt that while ITV probably has not had a major impact on the total educational process, there may have been an effect on individual students and communities. Barnhart cited a school presentation of a simulation television interview program, where students questioned their own community leaders about local problems. As a result, the students learned more about their community and became supporters for the development of a conservation program.

ITV played another role in teacher training. Barnhart surmised that television in-service programs enriched teachers' experience and helped them to grow professionally, by making them conscious of the learning process in which they were the students.

THE FUTURE USE OF TELEVISION IN SECONDARY SCHOOLS

If ITV hardware costs decline or stabilize with technological improvements, television use may increase in secondary schools. Dr. Ardell Feeley thought that federal funding would be required for the conversion to color television in the Altoona schools. He envisioned no expansion of television use in the future. Louella Carn, home economics department head, felt that a growth in the use of television could derive partly from federal monies for videotape purchases. Bill Barnhart expected an increase in student population which would bring more funding to schools and thus to make more money available for television use.

Superintendent William Babcock thought that the future use of ITV depends on a change in attitudes of the public and of teachers toward television. It is his opinion that television will play a greater role in education when it is regarded neither as frill nor as teacher substitute. Finally, Paul Kurtz, former president of AEBC, predicted that television would be used more widely for educational purposes as energy sources become more scarce. Kurtz thought that schools and television systems (broadcast and cable) ought to prepare for a future when winter classes will be presented entirely via television.

CONCLUSIONS

The first of two principal factors governing ITV use in secondary schools is related to AEBC organization and services. Paul Kurtz, AEBC retired president, cited the cooperation and support of Pennsylvania State University as a significant factor in the development of the "grass roots" formation and organization of the Council. Kurtz further suggested that the Council, which developed out of a proclaimed need in the schools, rather than imposition from the outside, fostered a measure of the program's success.

As a member of the AEBC Board of Directors since its formation, and a policy-maker at the Pennsylvania Department of Education in the early 1960s, Marcus Konick attributed the Council's success to the early Department of Education plan which made the educational broadcast councils the core of the new public stations. In Konick's view, this organization fostered both the independence of the AEBC and its equal status with WPSX.

According to Bill Barnhart, the equal status of instructional television services and public television programming is essential to avoid the subordination of service to other station interests. Barnhart, however, attributed much of the success of ITV in the Allegheny Educational Broadcast Region to the interrelationships among organizations: the Pennsylvania Department of Education, the AEBC and WPSX, Pennsylvania State University--all these combined to offer additional services utilizing existing structures within the Intermediate Units and within the school districts themselves.

A second group of factors governing ITV use in the secondary schools is school-specific and ultimately lies with the administration. School administrators need to maintain a fine balance with respect to television use: they can support and foster the use of school television but if they are to derive maximum benefit, they must avoid forcing it on the teachers. Evidence from site visits indicates that coercion of teachers in the use of ITV has a negative reaction.

Administrators' hiring practices further advance or retard the use of school television. Their commitment to ITV is apparent in their willingness to hire full-time, dynamic, curriculum-oriented media specialists; a technician-coordinator, on the other hand, is probably more likely to be concerned with equipment operation and maintenance than with the quality of instruction. Equally important for television use is the hiring of vibrant, imaginative teachers who do not feel threatened by television's ability to draw attention away from the teacher, or by the specter of the teacher's replacement by television. Finally, television seems to be used with best results by those who view it as one of many learning resources that may be integrated into the curriculum and used in conjunction with other techniques.